

## Editorial

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We are pleased to bring you Volume 53 Issue 1 of *The Australian Journal of Indigenous Education*. In this volume, we delve into the diverse educational experiences of Aboriginal and Torres Strait Islander youth, exploring both their challenges and successes across various schooling contexts. Sullivan et al. draw on data from a large project based in New South Wales (NSW) examining the social and emotional wellbeing of Indigenous lesbian, gay, bisexual, trans, intersex, queer, sistergirl and brotherboy plus (LGBTIQSB+) youth aged 14 to 25. Utilising data from interviews with 13 participants and a workshop with young people, they explore the ways participants experience educational institutional settings and highlight the need for safer and more inclusive educational environments. Guenther et al. address factors supporting the retention and completion of Indigenous students' secondary school from the perspectives of students, school staff and community members in remote and very remote independent and Catholic schools. Their findings highlight the importance of quality teaching, specific school programs and initiatives. The important role of families is also discussed although the authors note that questions remain on how families might also be supported to encourage their children. Sam and McDowall also examine a remote high school context, focusing on the experiences of 11 Indigenous secondary school students. They explore the concept of academic buoyancy, which refers to students' ability to overcome everyday challenges of schooling, and discuss the strategies and capacities students develop to navigate classroom settings. The focus then shifts to a tertiary context with McCullough et al. who discuss an Aboriginal and Torres Strait Islander Peoples' Health and Wellbeing unit that was developed and introduced into an undergraduate nursing curriculum at a university in Western Australia. Drawing on data from a questionnaire completed by 339 students prior to engaging with unit learning materials and again at completion of the unit demonstrated a statistically significant change in attitudes towards the care of Aboriginal and Torres Strait Islander people following completion of the unit. The final paper by Vowles is a response to an article published in a previous volume of *AJIE* and is included in the spirit of academic dialogue.

We wish to thank the authors, reviewers, and editorial board members for their contributions to this volume. Thanks also to the Indigenous Engagement Division at The University of Queensland and Informit for their financial support of the journal. We hope you enjoy this volume of *AJIE*.

**Bronwyn Fredericks, Martin Nakata, and Katelyn Barney**



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